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ABSTRACT

This manual was developed in order to study the sociomoral atmospheres of three kindergarten classrooms. Previous research by Robert Selman et al. conceptualized developmental levels of interpersonal understanding in terms of two types of experiences: negotiation, where the developmental goal is identity separate from others; and shared experience, where the goal is connection, or mutuality with others. Negotiation strategies describe interaction when an interpersonal dynamic is in disequilibrium, e.g., when a tension is present between interactors that requires some action to resolve it. The tension, characterized by Levels 0-3, may be mild, as when one actor makes an assertion of opinion, or strong, as when one actor attacks the other physically or verbally. Shared experiences describe interaction when an interpersonal dynamic is in equilibrium, e.g., in an absence of tension. The equilibrium may be weak, as when one actor briefly acknowledges the other, or strong, as when two laugh together at a shared secret. Assessment is of that which is expressed, rather than of the teacher's elective understanding. The study that forms the basis for this manual examined three kindergarten teachers as they interacted with their children. The coding manual provides operational definitions of 88 categories of negotiation strategies and shared experiences. (SH)

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A MANUAL FOR CODING TEACHERS' ENACTED INTERPERSONAL UNDERSTANDING

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1991

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Introduction

This manual was developed in order to study empirically the sociomoral atmospheres of three kindergarten classrooms (DISTAR, constructivist, and eclectic). Since an important aspect of sociomoral atmosphere is teacher-child interactions, we wanted to assess these in a microanalytic way.

The work of Robert Selman (1980) has smoothed our path. On the basis of research, Selman and his colleagues (Selman and Yeates, 1986; Yeates and Selman, 1989) conceptualized developmental levels of interpersonal understanding in terms of two types of experiences--Negotiation, where the developmental goal is identity separate from others (Selman and Demorest, 1984; Selman, Beardslee, Schultz, Krupa, and Podorefsky, 1986; Selman and Schultz, 1989) and Shared Experiences where the goal is connection, intimacy, or mutuality with others (Selman, 1989).

Negotiation strategies (NS) describe interaction when an interpersonal dynamic is in disequilibrium. Disequilibrium is present in a certain tension between interactors that requires some action to resolve it. The tension may be mild as when one actor makes an assertion of opinion (to which the other responds by agreeing, disagreeing, or ignoring) or strong as when one attacks the other physically or verbally (to which the other responds by counter-attacking or giving in). Negotiation at Level 0 is the impulsive exercise of raw will or giving in to raw will: Others are objects. At this level, negotiation strategies are primarily physical actions to get what one wants or allow oneself to be overwhelmed by another's physical intimidation. Level 1 negotiation is the unilateral expression of the Self's needs or wishes: Others are to control or be controlled by. Level 2 negotiation reflects consideration of the Other's needs or wishes through an effort to coordinate these with one's own: Others are to persuade or be persuaded by. Level 3 negotiation strives for mutual understanding: Others are to understand and be understood by.

Shared experiences (SE) describe interaction when an interpersonal dynamic is in equilibrium. Equilibrium is present when an interaction is characterized by an absence of tension, precluding the necessity for resolution. The equilibrium may be weak as when one actor briefly acknowledges the other, or strong as when two laugh together at a shared secret. Level 0 shared experience is impulsive and operates by a process of contagious enthusiasm. We observed no Level 0 in any of the teachers' shared experiences. Level 1 involves more conscious sharing but remains unilateral as the Other's perspective is not taken into account. Level 2 involves reciprocal sharing of the Other's perspective with one's own. Level 3 involves mutual collaboration in sharing.

The advantage of the conceptualization of enacted interpersonal understanding is that it permits assessment of interpersonal understanding at the moment of interaction. However, it should

be noted that a particular level of enacted interpersonal understanding is not conceived as something an individual "has" or "does not have." While enacted interpersonal understanding may reflect an individual's upper level of developmental competence, it does not necessarily do so. Developmental levels in interpersonal understanding are not "hard stages" in the Piagetian or Kohlbergian sense (Kohlberg, 1987). Interpersonal understanding is dynamic. In a given situation, it may be influenced by a variety of situational and motivational factors. Particularly when assessing teachers' enacted interpersonal understanding, it is important to realize that we are not assessing an individual's competence that might be manifested in other situations. In the classroom, the teacher's enacted interpersonal understanding will be influenced by how she conceives appropriate teacher-child relationships, by what she believes about learning and how it is fostered, and also by supervisors' expectations. Therefore, when we assess the teacher's enacted interpersonal understanding, we are not assessing reflective understanding. We are assessing what is expressed. Since this expression constitutes an important part of the environment within which the child experiences "society" and constructs Self-Other relations, it seems important to study its nature.

Assessment of interpersonal understanding requires clinical judgment. The levels and categories are not to be coded mechanically. The preoccupation of the coder must always be with the psychological function of the behavior. The tone of voice, nonverbal behaviors, and, of course, the context of previous interactions are all useful in arriving at a meaningful code.

In determining the level of a particular negotiation or shared experience, Selman and Demorest (1984) suggest taking into account the following three elements in a behavior.

1. How Self and Other are construed (the cognitive component);

2. The way in which emotional disequilibrium is perceived and controlled (the affective component);

3. The primary purpose being pursued (the motivational component).

See Selman and Demorest (1984) for a discussion of these elements.

The Coding Manual

Selman and his research group have written mainly about interpersonal understanding of preadolescents and adolescents. A coding manual with approximately 57 categories of Negotiation Strategies was developed by Carolyn R. Stone, Shari Robinson, and Susan Taylor (1980) for the Harvard-Judge Baker Social Reasoning Project. We found this coding manual gave us a good start, but needed modification and expansion to suit our study of young children and adults.

Our coding manual provides operational definitions of 88 categories of Negotiation Strategies and Shared Experiences. We found it useful to put the pages in a notebook with colored tabs that helped us quickly locate Shared Experiences or Negotiation Strategies and the individual categories. The reader should consult the work of Selman and his colleagues for discussions of the conceptualization of interpersonal understanding. The book, Making a Friend in Youth (Selman and Schultz, 1990) is particularly helpful.

The results of our own research may be found in DeVries, Haney, and Zan (1991) and DeVries, Reese-Learned, and Morgan (1991b). The first article focuses on the results of coding the enacted interpersonal understanding of teachers, and the second focuses on the results of coding children from the classes of these teachers. Commentaries by R. Gersten (1991) and G. Hatano (1991) and replies by R. DeVries 1991a, b) provide further discussions of these studies. A coding manual for assessing enacted interpersonal understanding of pairs of children is also available (DeVries, Reese-Learned, and Morgan, 1991a).

Description of Our Research Settings

In our study of classroom sociomoral atmosphere, we assessed three kindergarten teachers as they interacted with their children. The teachers represented direct-instruction (DISTAR), constructivist, and eclectic programs. Data coded with this manual were videotapes and transcripts of two entire days in the classroom for each of the three teachers (yielding over 20,000 expressions of interpersonal understanding).

It should be noted that an assessment of a teacher's interpersonal understanding is only part of a classroom's sociomoral atmosphere, though a major part. Children's interactions with one another are also key to the sociomoral atmosphere. To the extent that a teacher is authoritarian and focuses on didactic academic instruction, the teacher assessment gives a relatively complete picture of the sociomoral atmosphere. To the extent that a teacher encourages children to be interactive, the teacher assessment gives an incomplete picture of the sociomoral atmosphere.

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SHARED EXPERIENCE

Coding of Teachers in Classrooms

Level 1

Sharing Experience with children: Acknowledges child's presence, ideas, feelings, wishes, actions; unilaterally focuses on Self's ideas, feelings, wishes, actions in friendly talk, pretense and other play.

Fostering Shared Experience among children: Tries to engage positive affects in individuals through contagion to produce Level 0 Shared Experience.

Level 2

Sharing Experience with children: Focuses on ideas, feelings, wishes, actions of both Self and Other in nonverbal affection; shares affective experiences with children as seen in mutual smiles and laughs, and in friendly talk, pretense, and other play; empathetically/sympathetically inquires about/responds to children's feelings; expresses concern for children's physical and emotional comfort.

Fostering Shared Experience among children: Tries to foster Level 1 Shared Experience by calling children's attention to individual's feeling, idea, wish, action, property.

Level 3

Sharing Experience with children: Includes self as member of group who shares group's concerns.

Fostering Shared Experience among children: Tries to foster Level 2 experiences by encouraging reciprocity in expressions of appreciation, fostering play and friendly interactions, encouraging commiseration and consolation, restitution and repair, appealing to children to consider others' comfort/feelings, refering children to one another for assistance.

1-ACKNOWLEDGING MINIMALLY

Verbally or nonverbally indicates neutral or positive recognition of child. What is recognized may be unintelligible or unclear in content. May be perfunctory. This includes asking a child to repeat a question or statement when the teacher is uncertain what was said. May take form of simple agreement: "Yeah", "Uh-huh", "Okay".

	C:	(Unintelligible)
1-ACK	T:	What? (Teacher did not understand what child said).

		(Teacher and children are playing a game).
1-INS	T:	Let me see, I can't play. I'll have to pass.
1-IQ		Can you play?
	C:	(Shakes head 'no').
1-ACK	T:	You pass.

1-DEM	T:	Wait just a minute.
2-IQ		Do you need a yellow?
	C:	(Nods 'yes').
1-ACK	T:	OK.

2-SUG	T:	Would you like to put your hand in there so it (what the child is working on) won't get all curly?
	C:	(Nods 'yes').
1-ACK	T:	OK.
2-DIR		Let's get some glue.

Note: Answering "No" to a question is an acknowledgement.

	C:	Is it lunch time yet?
1-ACK	T:	No, not yet.

However, Saying "No" to a child's request to do something is coded 1-DP.

	C:	May I get a drink of water?
1-GP	T:	No, not right now.

Note: Code 1-GP when teacher calls on child who has raised hand to request permission to speak.

1-AFFIRMING CHILD

Affirms child by reflecting child's idea, feeling or desire verbally. Reflects child's statements that are not responses to test questions or demands. Reflects child's feelings with positive affective tone. Offers a positive evaluation of child or child's performance of a non-academic nature. (For academic work, see NS Level 1-ACW.) Form varies.

C: I feel like playing in the home center today.
1-AFF T: You want to play in the home center?

C: I'm five. I'm getting bigger.
1-AFF T: I know.
C: I'm gonna be six. September's almost here.
1-AFF T: I know.

C: (Fixing books for teacher).
1-APP T: Thanks.
1-AFF You're a good helper.
C: (Different child). I'll help you.
2-ACO T: Thanks K, that would be nice.
C: Am I good?
1-AFF T: Yes, I think you are.
2-FEE What do you think?
C: Yes.
T: I think so too. (A continuation of the above 1-AFF).

2-IQ T: What would you like to pick-up...markers for me?
C: Yes.
1-AFF T: You're a good marker-picker-upper here.

1-AFF T: (Observing child). Oh, you're making a snake!

C: (Drawing).
1-AFF T: (Observes the child drawing). A gingerbread house!

1-AFF T: C. told us he saw a dinosaur at the museum.

2-EGI T: What would be a good way to keep them not mixed up?
C: When you see some, put it back in the box.
1-AFF T: Right. Put it back right away when you are finished with that game.

1-AFF T: You are such a good artist.

Note: Do not code here when arbitrary rule following is praised. (See 1-RAB).

1-ACKNOWLEDGING POSSESSION OR APPEARANCE

Comments on child's appearance or possession of non-academic nature in evaluative tone.

1-APA	T:	I like your yellow shorts and shirt.
1-APA	T:	I like your cute little bear (toy brought from home).
1-APA	T:	That's a nice towel. That looks like a new one.
1-APA	T:	What a pretty shirt.
1-DEM	T:	M, come here just a minute, honey.
1-GRE		How are you today?
1-APA		Looking pretty.
	C:	Ms T, look.
1-AFF	T:	Oh, you curtsied.
1-APA		You look beautiful.

1-EXPRESSING APPRECIATION

Expresses sincere appreciation to child for something child has done which was not required.

	C:	(Holds an object for the teacher).
1-APP	T:	I appreciate you holding that.

1-AFF	T:	O, that's wonderful.
2-GAI		Didn't she do a nice job? She made a nice bunch of carrots.
1-APP		Thank you.

	C:	(Gives flowers to teacher).
1-GRE	T:	Good morning, C.
1-APP		What pretty flowers! Aren't they nice.

	C:	(Child needs an eraser. Another child gives one to him). I got an eraser.
1-APP	T:	Thank you very much, V.
1-MAN		(To other child). What do you say to V?

Note: Code 1-RAB when teacher's appreciation is in essence recognition of approved behavior if this recognition serves as reinforcement of the behavior or to set an example for other children. (See NS Level 1-RAB for fuller definition.)

1-RAB T: Thank you for raising your hand quietly.

Note: Code 1-POL when use of "Thank you" is perfunctory (see NS Level 1-POL for fuller definition).

1-FRIENDLY TALKING/PLAYING

Converses in casual, relaxed manner with friendly tone of voice about content not related to specific instruction. Plays/pretends in unilateral way.

1-FT T: Oh, she had trouble with her car? Do you know that I had trouble with my car? I ran out of gas yesterday.

C: That be a exercise machine (picture).

1-FT T: Does your mom have one?

1-ACW T: You got all five of them and you wrote very nicely on your letters there. That's good, C.

1-FT (Refers to a 'C'). Your name starts with this, too, doesn't it?

Note: Conversation about a story being read aloud may be friendly talk (level 1 or 2), or could be didactic instruction, depending on teacher's tone, intent, and content.

Note: Code 2-CFT when conversation reflects coordination of Self and Other, or affirms child's comment about another.

1-GREETING/SAYING GOODBYE

Greets child or says goodbye in friendly, personal manner. Must include some evidence of shared communication between teacher and child, otherwise code 1-ACK.

1-GRE	T:	Hi, D. (smiles at child)
1-GRE	T:	Goodbye. See you tomorrow.
1-GRE	T:	(Leading finger play/song, waves to child entering circle of children).

1-VERBALLY MIMICKING

Repeats child's verbalization in a playful or friendly way. Conscious, reflective imitation of word sounds and/or tone of voice of Other.

1-IQ T: What is this doing here?
C: (Laughs)
1-VMIM T: Ha-ha-ha-ha. (Mimics the sound that the child has made).

C: (Playing game and lands on a ghost). Boo!
1-VMIM T: Boo!

Note: When imitation of child's words is done in a disdainful or flippant way, or when it serves to convey to the child the teacher's displeasure , do not code 1-VMIM. See NS Level 1-CRI or 1-SAR.

C: Ms. T., he's bothering me!
1-SAR T: He's bothering me (high-pitched whine).

2-ACKNOWLEDGING COOPERATION AMONG CHILDREN

Draws attention to and/or comments on children's interactions which are cooperative, helpful, or show concern for others.

C: Can I use your colors?
C: Yes.
C: Look, he was very nice!
2-ACO T: Are you sharing, N?
C: (Nods)
T: That's nice.
3-FF He is very nice, D. That was nice to tell him that.

C: (At snack time) We gonna' give them some (referring to camerapersons)?
1-AFF T: We could.
TA Would you like some potato chips?
Adult: No thank you.
1-INS T: No. They said no.
2-ACO But that was nice to think about them.

C: (Fixing books for teacher).
1-APP T: Thanks.
1-AFF You're a good helper.
C: (Different child). I'll help you.
2-ACO T: Thanks, K. That would be nice.

2-ACKNOWLEDGING WRONG ANSWER

Accepts wrong answer, illogical or incorrect statement, or unworkable idea non-judgmentally.

2-EGI	T:	Why wouldn't the fox hurt you at the zoo?
	C:	'Cause there's no fox at the zoo.
2-AWA	T:	That might be one reason--because there wouldn't be any foxes. If there was a fox at the zoo-- why don't the animals at the zoo hurt you?
1-IQ	T:	M, where did you see a dinosaur?
	C:	(Unintelligible).
1-ACK	T:	I didn't hear you. Tell me again.
	C:	At the zoo.
2-AWA	T:	At the zoo?
1-IQ		Did they have a dinosaur at the zoo?

2-CONSOLING AND COMMISERATING

Expresses sympathy for another's distress or difficulty, or tries to console. Demonstrates genuine concern for the physical well-being of child. (Manner and tone of voice are important in determining sincerity.)

(Child says she got another child's report card)
2-CC T: Oh, no! Did you get your own, too?
C: Yeah.
1-AFF T: So you got both. Oh, no. Well, at least you
2-CC got your own.

1-QRQ T: O, will you try it? (Refers to math problem).
1-DEM You do it yourself, but don't tell.
C: (Goes to board, hesitates).
2-CC T: It's a hard one.

T: (To a child about an assignment).
1-DEM I want you to go back and count that.
1-ACW Everything else is lovely.
2-CC But you know, we all make a mistake in counting.

2-CC T: Are you feeling tired? Would you like some rest?

2-CC T: How's your tooth, P?
Still hurt?

C: (Stumbles backwards)
2-CC T: Whoa! You okay, J?

2-CC T: (Referring to child's naptime arrangement) Is it comfortable?

1-AFF T: The blister is gone?
C: I pulled it off.
2-CC T: Does it feel better? It does? I'm glad.

Note: Question "What's the matter?" is coded either 1-IQ or 2-IQ, depending on context. (See NS Level 1-IQ and 2-IQ for fuller definitions.)

2-COORDINATED FRIENDLY TALKING/PLAYING

Engages in friendly conversation that reflects coordination of Self and Other, or affirms child's friendly comment about another. Engages in playful or joking interaction with child/children in a coordinated manner. Teases child in friendly way such that both parties experience the warmth and playful intention of the interaction. Participates in pretend or fantasy play with child/children. The intent is not to instruct.

C: (Calls attention to lipstick on E's cheek)
2-CFT T: Do you have lipstick on your cheek? Oh! Just like M usually does! Do you have yours on today (turns child's face)? There's M's lipstick from her mom (laughs). And you noticed E had the same thing today.

2-CFT T: A camera! Our pictures are being taken. How about that!

2-CFT T: Oh, you're teasing me. You're teasing.
2-IQ Did you have your finger in there?

2-TUR T: My turn after W.
C: (Hands die to other child).
T: (Rolls).
C: Oh, boy! I'm winning. (Claps).
C: Four.
1-ASS T: Four. 1-2-3-4. (Moves die).
2-CFT You better watch it, I'm gonna get you. (Says playfully, referring to rule that landing on occupied space forces other player back to start).

C: (Children are playing house. Teacher comes in and child pretends to offer her a cup of tea).
2-CFT T: Thank you. (Pretends to drink). That's OK but I'd rather have coffee.

2-CFT T: You sure are rich, L.
Where are you getting all of this money?
C: My momma.
2-CFT T: You think your momma would give me some, too?

2-IQ T: And who comes after you?
C: Who moved this? (referring to the die)
1-ASS T: I didn't.
C: I guess my back moved it.
1-AFF T: Your back did, you think.
C: (Nods) Sometimes my back moves my die.
2-CFT T: (Looks at child's back, laughs) Do you have extra arms growing out of your back?

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          C:  (Drawing).
1-AFF     T:  A gingerbread house! That's darling.
2-PSE         Just like we read about Friday.
2-CFT         I wish all that was candy and we could eat it.
-------------------------------------------------------------------
          C:  (In pretend play, wants to "surprise" teacher with
               a piece of pretend pizza)  Close your eyes.
1-ACQ     T:  (Closes eyes)  They're closed.
          C:  Don't open them.
1-ACQ     T:  Okay.
          C:  Now, open your eyes.
1-ACQ     T:  (Opens eyes)
2-CFT         Oh, my goodness!  What a party!  It has pizza.  I
              love pizza.
-------------------------------------------------------------------
Note: Code 2-CFT when teacher does not actually enter the
pretend play, but speaks in a way which acknowledges that the
pretense is real to the children.
2-CFT      T: (enters housekeeping area) Your baby is cold.  She
              needs a blanket.
-------------------------------------------------------------------
Note: Code 1-AFF when teacher is responding to the child's fantasy
minimally.

           C: I'm Superman.
1-AFF      T: I see that you're Superman.
-------------------------------------------------------------------
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2-ELABORATING OTHER'S IDEA

Reflects child's idea in expanded form that demonstrates to child that s/he is understood. Restates child's idea in such a way that it is more understandable to other children.

1-IQ	T:	What happens if people don't put the games away?
	C:	There wouldn't be any toys to play with any more.
2-ELA	T:	They'd get lost and when you wanted to use it, then you couldn't.
2-EGI	T:	(Shows strips of black paper) What else could you do about zoo animals with these strips?
	C:	You could make whiskers for the lion (laughs).
SL	T:	(Laughs)
1-AFF		You could make whiskers for the lion.
2-EGI		What else could you do?
	C:	You could make a moustache.
1-AFF	T:	You could make a moustache for yourself.
2-ELA		I don't know how you would get it to stay on.
2-EGI		How would you get it to stay on?
	T:	(In construction center, with blocks)
2-CFT		Are you going to build something? We're building things here.
	C:	It's a (unintelligible).
1-ACK	T:	It's a what?
	C:	A boat.
1-AFF	T:	A boat.
		It's a boat.
	C:	You know what this is?
1-ACK	T:	What is that?
	C:	A ship.
1-AFF	T:	It's a ship.
2-ELA		Like in the ship channel. Have you seen the boats in the ship channel?
2-EGI	T:	If you jumped out of an airplane without this (parachute) on, what might happen?
	C:	You'd kill yourself.
1-AFF	T:	Well, you might kill yourself.
2-ELA		And you'd crash, and you'd hit the ground.

2-INQUIRING INTO FEELINGS OF OTHER

Inquires into, or comments about child's emotions or motives in a neutral or positive fashion. Intent is to convey to the child that his/her feelings are recognized.

1-ASS T: I'm tired of sitting in circle.
2-FEE Are you tired of sitting?

2-FEE T: B, you want to vote again because you want to win this? But we already voted and there's more
2-JWE for the Three Bears--16.

1-CRI T: C, I see you acting in ways you don't usually act.
2-FEE Why are you doing that? Please don't act that way,
2-FP OK? You're such a good direction follower and good friend to the children.

Note: When question aims at getting information about why a child may be upset rather than inquiring into feelings, code 1-IQ (e.g., "What's the matter?"). (See NS Level 1-IQ and 2-IQ for clarification.)

Note: When inquiring about how a child is feeling physically, code 2-CC.
2-CC T: Are you feeling tired? Would you like some rest?

2-REFERRING TO FUTURE SHARED EXPERIENCE

Comments on pleasurable experience to be shared in the future.

2-FSE	T:	It's going to be fun when we go to the zoo.
	T:	Tomorrow you do not need to bring money for lunch
2-FSE		or a sack lunch or a lunchbox because D's mom's going to treat us all to lunch.
	C:	(Talk at once)
2-FSE	T:	Won't that be fun?
1-DIR	T:	Put this (book) back, and then we're going to finish our language that we started this morning.
	C:	(Requests that they do something different).
2-PRM	T:	We'll do that one after we finish our language.
2-FSE		That will give us something to look forward to after we finish our language.

Note: When intent of comment is to serve as manipulation of children's behavior, code 1-BRI or 1-THR, depending on whether it is presented as a bribe (promising a reward) or a threat (promising that something aversive will happen).

1-BRI T: We need to get our work done, because remember, we're going to the zoo tomorrow.

2-MAKING GROUP AWARE OF INDIVIDUAL

Draws the attention of the group to an individual for purpose of sharing individual's concern, problem, idea, wish, accomplishment, or personal account.

2-GAI T: D. was missing yesterday. I wonder what was wrong with him?

2-GAI T: Do you know what? There's somebody new in our room today. Who's here that's not usually in our room?

2-GAI T: All right! Didn't he write a nice S?

T: (Observing a child's work).
1-IQ Did you make all this?
1-ACW That's good writing.
2-GAI (To other children). Look what E has done.

C: (Working problem at blackboard).
2-CC T: It's a hard one.
1-ACK All right.
1-IQ What did you write, O?
C: Six.
1-ACW T: Six! Very good.
2-GAI (To class). She got the right number, didn't she.

Note: Do not code 2-GAI if teacher's purpose is to instruct rather than to share experience.

Note: Code 1-RAB when teacher's purpose is to draw attention to a child's behavior in order to get other children to copy this behavior.

1-RAB T: Look at C, sitting quietly with his hands folded. I like the way C is sitting.

2-INVITING OTHER TO DO SOMETHING

Invites other to engage in joint activity with self. Intent is to benefit child by including him/her in activity that is expected to be appealing to child, not to help the teacher.

	C:	(Having difficulty deciding which activity to choose.
2-INV	T:	Will you come to writing with me? Maybe I could write your words to the card you made.
2-INV	T:	Want to build with me? (To child not involved in any activity).
2-SHO	T:	We're playing 'wake the people up'.
2-INV		Do you want to help?

2-NON-VERBALLY EXPRESSING AFFECTION

Physically expresses genuine affection for a child.

1-APP T: Thank you.
2-NVA (Kisses child).

Note: Affectionate hugs, pats, etc. are coded 2-NVA.

2-SHARING OWN EXPERIENCE

Gives help or consolation by telling of a parallel in own experience. Tells about how she solved the same problem. The perception of similarity between Self and Other makes the behavior Level 2.

C: (Three people have played a game and one child remarks to the one who came in last): Then you lost, R.

2-CC T: But that's OK.

2-OWN Another way of looking at that, see, my sister used do swim meets, and sometimes three people would race, but she would still get a ribbon for third place, even though she came in last.

2-REFERRING TO PAST SHARED EXPERIENCE

Comments to reflect on an experience shared by Self and Other(s) in the past. The intent is to reshare the experience.

2-PSE	T:	It was right after we went to the livestock show. Do you remember how cute all those little sheep were?
1-AFF	T:	A gingerbread house! That's darling.
2-PSE		Just like we read about Friday.
2-SHO	T:	(Referring to an activity). We're going to do really gentle angel fish.
2-PSE		You remember the angel fish?

Note: A reference to a past event that was not a shared experience is not coded 2-PSE.

1-DEM	T:	Turn to page 15 in your books.
1-INS		Remember yesterday Harry was getting ready to kick the football.
1-DEM		Eyes on your books.

2-LEADING RITUAL

With positive affect, leads group in a non-coercive ritual, song, fingerplay, etc. While ritual can be performed alone and does not require coordination, the children coordinate with the teacher and one another in order to do it together.

2-RIT Open, shut them, open, shut them, give a little clap (fingerplay).

2-RIT Old MacDonald had a farm. . . .

Note: Code 1-REC when the ritual is done in a coercive fashion, when it is one which is not enjoyable to the children and in which participation is mandatory. (See 1-REC for fuller definition.)

1-DEM T: Everyone stand up, hand on heart, it's time to say the pledge.
1-REC I pledge allegience to the flag....

2-SHARING SECRET

Says something to Other in a conspiratorial or secretive fashion, indicating exclusivity of communication. Also, listens to exclusive communication.

2-SEC C: (Whispers in teacher's ear).

2-SEC T: (Leans toward child and listens).

3-FOSTERING EMPATHY/SYMPATHY

Encourages a child's concern for others. Draws attention to a situation in which child can think about the feelings of the other.

C: She fell down.
3-FEM T: Did you go and see if she's okay?

3-FOSTERING FRIENDLY INTERACTIONS

Intervenes to foster play and friendly interactions and feelings among children.

2-SUG	T:	(Has prepared sentence strips with children's names and telephone numbers) So with these cards you could write your friends' numbers down so you
3-FF		can call them during the summer, and then you won't feel so lonely.

	C:	Can I use your colors?
	C:	Yes.
	C:	Look, he was very nice!
2-ACO	T:	Are you sharing, N?
	C:	(Nods)
	T:	That's nice.
3-FF		He is very nice, D. That was nice to tell him that.

3-ENCOURAGING RECIPROCITY

Encourages friendly exchanges among children.

3-REC T: She's going to feed us. What would be a nice thing to do for D's mom since she's doing that for us?

NEGOTIATION STRATEGIES

Level 0 Fails to take child's point of view and treats the child as a non-psychological object.

Uses impulsive, physical methods to control children; tries to control children by overwhelming them emotionally; withdraws emotionally from child.

Level 1 Recognizes that the child has a point of view, but relies on unilateral methods to get children to do what the teacher wants.

Negotiating with children: Demands, threatens, directs, gives rules, corrects, ignores, bribes, rewards, and punishes.

Fostering negotiations among children: Encourages children's restraint of Level 0 strategies.

Level 2 Takes child's point of view into account and utilizes persuasive methods to get children to do what teacher wants.

Negotiating with children: Explains reasons for rules, makes suggestions, coaxes, makes deals, compromises, offers alternatives, asks children for their points of view, provides opportunities for children to vote and make decisions, emphasizes natural and logical consequences of behaviors.

Fostering negotiations among children: Encourages children's Level 1 negotiations, offers solutions for children to consider.

Level 3 Recognizes that long-term relationships are at stake in teacher-child and child-child interactions, and seeks to work out conflicts in terms of mutual needs and relationships through collaborative negotiations.

Negotiations with children: Engages in "working through" to communicate own needs and point of view; consults children about issues that concern them.

Fostering negotiations among children: Encourages proposals for solution of interpersonal problems, helps children be conscious of individual feelings and points of view, appeals to children to consider others' comfort/feelings.

0-ABSOLUTELY DENYING AND REJECTING OTHER

Deliberately fails to respond to clear, repeated overture. Denials of child's presence occur when a child comes to a teacher in such a way as to ask or make a statement with the clear intention of getting a response or an acknowledgement. Also code 0-ADR if the response completely devalues the child's action or option. It must be clear that the teacher heard the child's overture and is not simultaneously involved with another situation that would preclude response.

	C:	Can I go to the bathroom?
0-ADR	T:	No, 'cause you're lying. You're telling me a story.

	C:	(Bumped by another child). Oww!
	T:	(Without checking with or coming over to the child).
0-ADR		You're OK.

O-HUMILIATING CHILD

Makes comments on child's character or behavior which serve to belittle the child. Includes a lack of regard for the psychological effects of the utterance on the child.

1-DEM O-OO O-HUM (Part of O-OO) 1-THR	T:	V, <u>please</u> (angry tone; slaps book on lap) scoot back there--next to O. Do we need to put you in pre-kindergarten again? (Glares at V for several seconds with very hard stare and stern expression) If you want to go back to Ms. ____'s room (pre-kindergarten), you may.

0-OVERWHELMING OTHER

Intimidates by overwhelming other emotionally.

0-00	T:	(Screaming, frowning, gazing threateningly) J, stop now!
1-DEM	T:	(To class). OK, finish up your dot to dot quickly please.
0-00		(Looks at a child who is talking, speaks loudly and threateningly). L!
1-DEM	T:	V, <u>please</u> (angry tone; slaps book on
0-00		lap) scoot back there--next to O.
0-HUM		Do we need to put you in pre-kindergarten again?
(Part of		(Glares at V for several seconds with very hard
0-00)		stare and stern expression)
1-THR		If you want to go back to Ms. ____'s room (pre-kindergarten), you may.
	C:	(Walks up to teacher with paper in hand) I don't want to do this.
0-PG	T:	(Grabs his arm and holds it firmly)
0-00		V, V, V, are you being good again? (Puts face close to child's face and glares with hard stare and stern expression) (Tone of voice is low but menacing, suggesting imminent, further loss of control.
	C:	(Shakes head)
1-DEM	T:	Go back and be good
1-JME		for me, Okay?

0-PHYSICALLY GRABBING

Uses physical means to coerce a child into doing what teacher wants. Treats child as an object. Action is usually abrupt and impulsive.

	C:	(Attempting to count).
1-DEM	T:	OK, let's see 3 on one hand.
	C:	(Puts up two fingers on each hand).
1-CIA	T:	I see 2 and 2.
	C:	(Does it correctly)
1-ACW	T:	OK, now you've got it.
1-DEM		Now hold them up.
0-PG		(Grabs child's hands and holds them up).

1-TQ	T:	What is it?
	C:	That do look like a quarter.
1-DEM	T:	Look here. (Spins coin on the desk).
1-TQ		Does it look like that?
1-DEM		Look at it.
1-CRI		Don't you see that?
0-PG		(Jerks a paper out of the child's hand and puts it on the desk).

1-DEM	T:	Go sit down.
0-PG		(Jerks a book away from the child).

(Teacher is directing transition, dismissing one group from reading area and calling another.)

1-DIR	T:	Row two.
	C:	(asks permission to get drink of water)
1-DP		(Shakes head)
1-JME		We had one (a drink) before. We can't keep running outside.
1-DEM		(To another child) Go. Go to your seat (pushes
0-PG		child away).

1-DEM	T:	V, come here. I want to talk to you.
0-PG		(Grabs child's shoulders and pulls him toward her)
1-CRI		V, I want you to stop acting silly, Okay? No,
2-GT		you promised me today. You came in and promised me you wouldn't act like you did yesterday.

Note: Corporal punishment such as slapping hands or spanking would be coded 0-PG. (We did not encounter this form of 0-PG in the classrooms we studied.)

1-ACQIESCING TO CHILD'S DEMAND

Complies with demand or request made by child.

C: (Teacher is cutting out elephant for child and child is concerned that her name will be cut off). Don't cut the name off!

1-ACQ T: I won't.

C: I want large. (Child is making a demand, he has not been given a choice).

1-ACQ T: Okay, take a large one.

C: (In pretend play, wants to "surprise" teacher with a piece of pretend pizza) Close your eyes.

1-ACQ T: (Closes eyes) They're closed.

C: Don't open them.

1-ACQ T: Okay.

C: Now, open your eyes.

1-ACQ T: (Opens eyes)

2-CFT Oh, my goodness! What a party! It has pizza. I love pizza.

1-ACKNOWLEDGING ACADEMIC WORK

Affirms child's correct response to demand or test question. May be simply repetition of child's answer in affirmative voice. Speaks positively about child's work of an academic nature. Praises or comments positively on child's activity, effort, or accomplishment as encouragement to keep going.

1-INS	T:	Paleontologist.
1-TQ		Can you all say that?
	C:	Paleontologist.
1-ACW	T:	Paleontologist

1-TQ	T:	What is this dinosaur's name?
	C:	Brontosaurus.
1-ACW	T:	Yes, brontosaurus.

	C:	(Child is going to feed the gerbils).
1-TQ	T:	How many are there?
	C:	Four.
1-ASS	T:	I'm coming to see.
	C:	Five. Five. Five..
1-INS	T:	(Hands food to child). Three and two.
1-ACW		That's five.

1-IQ	T:	Are you going to color your dinosaur, too?
1-ACW		That would be beautiful.

	C:	I want to write "To Mom."
1-ACW	T:	I think you know how to do that.

1-REW	T:	See, you earned your first gold medal.
2-DIR		Tell me where you want it to be.
	C:	(Points to place on board).
1-FT	T:	Now when you get the rest of your medals you're going to have to climb up in a chair to put them on there.
1-ACW		Isn't that nice? You can show your momma, your brothers, whoever comes in here how smart you are and how much you've learned.

	C:	(Reciting days of the week).
1-INS	T:	Now you said all those
1-CIA		but you forgot Wednesday. (Repeats days of the week).
1-ACW		I'll bet the next time I ask you you're going to tell me every one.

1-ACW	T:	I like the way you're reading.

	C:	6 + 1 = 7, 6 + 2 = 8, 6 + 3 = 9.
1-ACW	T:	Excellent job.
Note:		Here the teacher offers general praise.

1-TQ	T:	6 and 6. Which number is more?
	C:	They're equal.
1-ACW	T:	They're equal. Very good.
	C:	(Pronounces a word correctly)
1-ACW	T:	Very good. And just last week you didn't know how to do that.
	T:	(Walking around the room, looking at projects that
1-AFF		children are working on). Very pretty. That's nice.
1-ACW		All right! K is working hard on hers, too.

1-ASSERTING

Makes statement about Self's action or idea. Speaker is not responding to another's idea, simply offering her own. Includes retraction of incorrect direction or incorrect factual statement.

1-ASS	T:	Oh, I read it wrong. It doesn't say to paste them.
1-INS		It says, "Place the objects on it." So you put them on and then take one away and then paste the ones that are left on.

1-DEM	T:	I would like the white group to stand up with pencils in their hands, please. Face the east wall.
1-POL		I'm sorry, the west wall,
1-ASS		my mistake.

	C:	(Child has a cutout from the flannel board).
1-ASS	T:	N, I'm going to put this back,
1-INS		because it belongs on our flannel board.

1-BRIBING

Offers reward to manipulate behavior. Reward is related to behavior in arbitrary way.

1-BRI	T:	(Referring to gold stickers children are given to put on bulletin board of "Olympic" medals) Everybody needs to know that (the year) because when you work on your Gold Medal, we're going to have to know what the year is.
	C:	(Anxious to tell the teacher something).
1-BRI	T:	When I see you sitting on your bottoms with your legs crossed you can tell me.
1-BRI	T:	There are only five more minutes, and then quiet people will get up.
	C:	(Asks teacher for help).
1-BRI	T:	I said I could help people when they put their things to the edge.
1-BRI	T:	Quiet people will get to choose their places first.
1-REW		Y.(child's name)
1-REW		E.(child's name)
1-BRI	T:	Let's see who is sitting quietly.
1-REW		D (child's name) (Child leaves group to begin wrapping present)
1-BRI	T:	We need to get our work done, because, remember, we're going to the zoo tomorrow.

Note: A statement of necessary conditions for something to occur is coded 1-BRI only when the relationship is arbitrary. The following is not coded 1-BRI since the event cannot occur unless the condition is met:

2-SHO	T:	When everyone is sitting, then I can show you. (All children cannot see what teacher is presenting unless children are sitting down.)

1-CORRECTING INCORRECT ANSWER

Corrects child's academic error, erroneous assertion of fact, or error in grammar.

	C:	The dinosaur is in there.
1-CIA	T:	Well, they're not in the cabinet any more.
	C:	Are we going boy, girl, boy, girl (in order on helper chart)?
1-CIA	T:	I don't think there's any order to it, E.
1-DEM	T:	Let's look at the months of the year, in case we forgot over the weekend.
1-TQ		First month?
	C:	Today is...
1-CIA	T:	Wait a minute.
1-TQ		The first month of the year?
1-TQ	T:	What are these two animals doing that is the same?
	C:	Looking at each other.
1-CIA	T:	Oh, I don't think they are looking at each other. I don't think that's the thing.
1-ACW		That's a good answer. They're looking at something, so you got it half right.
	C:	5 + 6 = 12.
1-CIA	T:	Oooo! (Critical tone).
1-DIR		Let's try it again.
	C:	I ain't got no pencil.
1-CIA	T:	I don't have a pencil.

1-CLAIMING

Asserts that something (e.g., an object or a turn) belongs to teacher. Implication is that child must not touch the object, interfere with the turn, or hinder the progress of the activity.

(Teacher comes to reading group; child is sitting in teacher's chair)

1-CLA T: That is my chair.
1-DEM You will have to sit somewhere else.

C: (Touches eyeglasses sitting on desk)
1-CLA T: Those are my glasses.

Note: Code 1-DEM when teacher uses some variation of the syntactic form "My turn" to mean that she is talking and everyone needs to be quiet and listen.

(Children are all talking at once)
1-DEM T: (Holds hands in shape of T, meaning time out) It is my turn to talk.

Note: If referring to established turn taking sequence, code 2-TUR. However, "My turn" without reference to sequence in games is coded 1-CLA.

1-COMPLAINING

Expresses dissatisfaction about Self's own deplorable state.

1-COM 1-CRI T: J, I'm feeling really unhappy right now because I asked people to come sit down and look how long it has taken. (Not 2-GT because she is not attempting to influence behavior directly)

C: (Making a lot of noise).
1-COM T: I can't hear.

C: (Children are buying pickles from the teacher).
1-COM T: I can't keep track of all this pickle money. I'm glad we're almost through with pickles.

Note: Complaint about Other is coded 1-CRI.

1-COMPETING

Establishes, maintains, or refers to a competitive interaction among children or between teacher and children.

1-CPT T: The boys won five extra minutes today.
Lets see who wins this time, girls or boys.

1-CPT T: Okay, let's try to have one team win this time.

1-INS T: We're going to play our opposite game as fast as we can, see how many people have it right.
1-CPT Boys against the girls. I'm going to see if I hear more boys or girls.

1-REW T: I'm going to start by giving the boys their papers since they won the Quiet Game. (In the Quiet Game, the teacher gives a point to boys when a girl makes a noise and vice versa).
1-INS They should be ready to line up first.
1-DIR Girls, lets keep our eyes on them while the boys line up.
1-PUN T: J (girl), you just gave the boys a point.
1-CPT Boys have one point.
1-PUN D (boy), you gave the girls a point.
1-CPT It's a tie, one to one.

C: (Some children are playing a game).
1-DIR T: (Watching) This is your last play, so make it good.
1-CPT See who's going to win this time.

1-CRITICIZING

Finds fault with child; comments about a child's behavior, appearance, academic performance, attitude, etc., in a manner designed to call attention to something unacceptable or inadequate. The comment is meant to point out the shortcoming, not necessarily to correct it. That is, recrimination is implicit in the comment. The form may vary.

	C:	(The children are to raise hands to answer math questions; only the girls are raising hands.)
1-CRI	T:	What's wrong with the boys today?

1-CRI	T:	Who's making all that noise?

1-INS	T:	And these are the letters that say "brontosaurus."
	C:	(spells word out loud)
1-CRI	T:	I didn't ask you to spell it.

	T:	First word.
	C:	Very
1-CRI	T:	Did I say "Get ready"?
	C:	No
1-DEM	T:	Okay, get ready (points to word).
	C:	Very

1-TQ	T:	So tell me where the lions are, everybody.
	C:	East of the monkeys.
1-TQ	T:	L, where are the lions?
	C:	East of the lions.
1-CIA	T:	East of the lions?
1-TQ		A, tell me where the lions are.
	C:	(unintell)
1-CRI	T:	J (snaps fingers).
	C:	East of the monkeys.
1-ACW	T:	East of the monkeys.
1-CRI		Will you answer it when we all answer, you two?

1-INS	T:	Your "T" is gonna' start almost at the top of the headline and then you're gonna' go back around the midline and all the way back down to the baseline.
1-IQ		Now is there anybody who thinks they could do that?
	C:	Me.
	C:	Me.
1-CRI	T:	I don't answer "Me's."

1-DIR	T:	M, come here, please.
1-CRI		What's your job? Is it your job to tell children to be quiet or when to go to the bathroom?

Note: Implied criticism is coded here.

1-CRI T: (To child who has been isolated at table alone, just before circle activity) Do you think I can trust you over here (with group)?

1-CRI T: V, quit being so silly (critical rather than demanding tone).

1-DEMANDING

Tells a child to do something in a demanding tone. Non-verbally indicates, in an emphatic manner, that child is to do something. Most demands are in imperative form. Others express personal need or desire. They typically take the forms "Give me____," "Let me_____," "I need ____," or "I want ____." They may also take the forms "You need to____" "You better ____," and "You have to ____." Demand expects an immediate response and often seems to assume resistance on the part of the listener. Tone of voice is an important indicator as are accompanying gestures and facial expressions, communicating the urgency or immediacy of the request and the intent of the speaker. The demand is communicated as not negotiable. The simple use of a child's name is a demand when the intention clearly is to tell the child to do something. The code 1-DEM indicates more control and more assertion of authority than the code 1-DIR. Form may be same as suggestion, question, or directive, but the demanding quality of the communication makes it clear that a demand is intended.

1-DEM T: Table 2, put your things up first and come over on the carpet.

1-DEM T: K, pick up your knees (in march).

1-DEM T: Sit down, everybody, sit down.

1-DEM T: (Rings bell to call class to order or for silence)

1-DEM T: (Turns lights off to indicate that class is too noisy)

1-DEM T: OK, I need all the eyes up here.
1-DEM C. (child's name)
1-DEM D. (child's name)
1-DEM L. (child's name)

1-DEM T: (Points to child, then to child's seat, indicating that child should sit down)

1-DEM T: I would like the White group to stand up with a pencil in their hand and face the west wall, please. (Tone and facial expression indicate a non-negotiable demand)

1-DEM T: When I say "Sound it out," I want it sounded out, Okay?

1-DEM T: Shhh.

Note: (Calling the child's name when child's hand is raised is coded either 1-GP or 1-TQ, depending on the circumstances).

1-TQ T: What is 2 + 3? Can anyone tell me?
(Children raise hands)
1-GP T: V?
(See 1-GP and 1-TQ for further clarification.)

Note: Imperative form is coded 1-FT if tone expresses more enthusiasm than demand.

1-FT T: (Reading story) Look at this!

Note: "Please" and "Would you ____" do not automatically exclude a communication from classification as a demand.

1-DEM T: L, please sit down right now (exasperated tone).

Note: Code 1-DEM when teacher says "My turn" during instruction, meaning that children should listen.

1-DIRECTING

Tells a child (or children) to do something in an activity being executed at that moment that requires no coordination. Content and tone of voice suggest the direction is not negotiable, but it is more in a helpful spirit with less urgency than the more harsh demand. The form does not have to be imperative. It may take the form of a suggestion, but the clear meaning is to tell children what to do. It is a request relying more on reasonableness than authority for compliance. It may be a prompt to do something.

1-DIR T: Feel yourself, right in here (ribs). You feel some little bones?

1-DIR T: Now we're going to look on the overhead projector for just a minute. So if you are not in a place where you can see the screen...

C: (Some children are playing a game).
1-DIR T: (Watching) This is your last play so make it good.

C: (Child is correcting other children's behavior).
1-DIR T: M, come here, please.
1-CRI What's your job? Is it your job to tell children to be quiet or when to go to the bathroom?

1-DIR T: (Organizing a domino game) OK, you sit here, G.
1-INS There's 1,2,3,4,5,6,7.
C: (Trying to get teacher to do something for her).
1-DIR T: O, you're going to have to wait, all right?
1-DIR Wait just a minute.
1-DIR (To another child) Come here, C, you sit here.
1-INS Everybody should have four.
1-DIR If you have more than four, put it back in the middle.

1-DIR T: I need everyone to sit on their X,
2-SHO because I have something to show you.

T: (Wants children to put up their books so they can
1-DIR attend to something else) Put your books behind you, L (child's name),
1-DIR and E (child's name),
1-DIR and B (child's name),
1-DIR and M (child's name).

Note: If a directive is resisted and is repeated, code 1-DEM.

Note: A polite directive in the form of a question is coded 1-QRQ.

1-QRQ: T: S, can you turn around, please?

Note: Use of "we" or "let's" does not automatically indicate a Level 2 directive. Colloquial use of these words may indicate unilateral rather than coordinated directing. "We" may really mean "you". "Let's" may be a sugar-coated unilateral directive.

C: 5 + 6 = 12.
1-CIA T: (Critical tone) Oooo!
1-DIR Let's try it again.

Note: Code here teacher's calling children's names as she passes out workbooks and other materials.

1-DENYING PERMISSION

Verbally or nonverbally denies permission when child makes request.

C: Can we play with those dinosaurs?
1-DP T: No, not right now.
1-INS That's on the table for you to print.
2-PRM We'll play with those another time.

C: Can I get a drink?
1-DP (Shakes head "no").

Note: If child has not made a request, do not code 1-DP

(Child gets up, walks toward pencil sharpener)
1-DEM T: V, you may not sharpen your pencil right now.

1-EXCLUDING

Excludes child from interaction with teacher after child attempts to initiate interaction. There must be evidence that the teacher was aware of the child's initiation. This evidence does not have to be verbal (eye contact will suffice).

2-IQ T: Do you need a yellow?
C: (Nods).
1-ACK T: Okay.
C: (Different child) I ain't got no yellow.
1-EXC T: I'm talking to L, bye.

C: Ms. T., when I was walking by, she dropped her color on the floor.
1-EXC T: (Ignoring child) Bye.

1-GIVING PERMISSION

Verbally or nonverbally grants permission of child's request.

Note: Includes calling on child who has hand raised to request permission to speak.

C: (Sitting in circle, waiting to be dismissed at end of day)
1-GP T: (Pointing to child, indicating permission to leave)

C: Ms. T., can I play with my book?
1-GP T: Uh-huh.

C: (Hand raised to ask question).
1-GP T: P.

Note: If teacher is calling on children whose hands are raised to answer an academic question, code the question 1-TQ and calling the name 1-GP. However, if child's hand is not raised to answer, code 1-TQ. (See 1-TQ for further clarification.)

1-TQ T: What is 2 + 3? Can anyone tell me?
(Children raise hands)
1-GP T: V?

1-INSTRUCTING

Prompts or gives brief explanation necessary to further teacher's own project or agenda. Explanation is not limited to academic content.

	C:	(The children are working on work books. A child asks a question about the assignment).
1-INS	T:	This one? This says "mark the picture that shows 'after'". That's kind of a hard one.

	C:	(Performing a ritual).
1-DEM	T:	Hold the flag up high. Hold it high.
1-RAB		Good.
1-DEM		Slow.
1-INS		That's a slow song; have to march slowly.

	C:	(T&C are looking for a plastic dinosaur). The dinosaur is in there (a cabinet).
1-INS	T:	Well, they're not in the cabinet anymore.

1-REW	T:	I'm going to start by giving the boys their papers
1-INS		since they won the quiet game.

1-ASKING INFORMATION QUESTION

Asks a question to get information for the furtherance of the teacher's own project or agenda. This project may involve the children, but the information desired facilitates the teacher's understanding or organization rather than a co-ordinated effort.

1-IQ T: Does anyone else have permission slips they need to give me?

1-IQ T: Who worked over here and left the equipment all over the table?

1-IQ T: Is your name somewhere on your towel?

T: (Teacher and children are playing dominoes; teacher is in clear control of the game).
1-ASS Let me see, I can't play. I'll have to pass.
1-IQ (To a child) Can you play?

Note: Code 1-IQ when question "What's the matter?" (in exasperated tone) is to get information about why a child is upset, rather than to inquire into feelings. Code 1-IQ when teacher asks "What's the matter?" to child whose hand is raised.

Note: Code 1-CRI if question is asked in accusatory tone.

1-IQ T: What is that on the floor?
1-CRI Is that your homework, D?
C: (No response).
1-CRI T: Is that your homework?
C: (Nods).
1-PUN T: Throw it out.
1-CRI That's not where it should be.

1-JUSTIFYING BASED ON AUTHORITY

Invokes authority of school, parent, principal, etc. to justify position. This is not a logical explanation; there is an arbitrary element which is attributed to a higher authority.

	C:	Can I go get a drink?
1-DP 1-JAU	T:	No, you can sit down. Honey, we're not allowed to keep doing that. That's why we went for drinks before. Each class can only go out twice.

	C:	How many?
2-SHO	T:	So you look and see how many squirrels there are and then you color that many acorns, so that each one has one. Are there four squirrels?
	C:	No.
1-INS 1-JAU	T:	So we don't need to color all four. That's what the directions said.

Note: Code 1-RUL If the appeal is to an existing classroom rule

	C:	(Interrupts other child) Ms. T!
1-RUL	T:	It's N's turn to talk.

1-JUSTIFYING IN "ME" TERMS

Gives a justification for Self's position based only on own point of view, what Self wants to do, regardless of what others want. Form is often same as demand or stated as personal need.

2-FEE T: Are you tired of sitting?
C: Yeah
2-DIR T: Me, too, so let's sit back so that we can get to
1-JME our areas, 'cause I don't want to sit anymore.

C: (Talking while teacher is trying to finish a statement).
1-QRQ T: Can I finish now, can I finish?
1-JME Hold on, or I won't have a chance to finish.

Note: May be an arbitrary decision, with no reason given.

1-JME T: We're going to see if for rest time we can keep the air-conditioner off for a little while.
1-DIR So just put your heads down real still.

1-APPEALING TO MANNERS

Sanctions child's use of conventional manners; requires child to use manners; corrects child's use of manners; refers to manners of social convention as an authority. Includes "Be nice," "Don't grab," "Don't interrupt," "Say please," and "Say thank you." Can take the form of a question request or an imperative.

Note: Use of convention is coded 1-POL.

1-MAN T: What are you going to say? Say "Excuse me."

1-MAN T: Can you say, "Please may I borrow these?"

C: (Child needs an eraser. Another childs gives an eraser to him). I got an eraser. (Hands to child).
I-APP T: Thank you very much, V.
1-MAN (To other child). What do you say to V?

C: (To another child) Shut up!
1-MAN T: Is that polite?

Note: If speaker refers to an established class rule, code 1-RUL, even if this rule serves to enforce manners.

1-RUL T: Just a minute, Noe's talking.

Note: Reference to convention of sharing would be coded at Level 2 since this convention shows a concern for coordinating the interests of two or more people.

C: Can I use your colors?
C: Yes.
C: Look, he was very nice!
2-ACO T: I see you're sharing, N.

C: Ms. T., V has all the playdoh!
2-CPM T: Can you share the playdoh, V?

1-NEGATING OTHER

Rejects or disqualifies Other's idea or action, giving no weight, credibility, or importance to Other's point of view. The speaker is in essence saying, "There is no basis for what you just said/did."

Note: Correction of stated fact is coded 1-CIA.

	C:	I'm hungry.
1-NEG	T:	Everybody's hungry.

1-DEM	T:	Come on, L.
	C:	(Another child comes over).
1-NEG	T:	I didn't call you.

	C:	She colored hers green.
1-NEG	T:	She can color hers any color she wants (impatient tone of voice).

1-DEM	T:	Lay your head down on the desk.
	C:	It's not cold enough.
1-NEG	T:	It's not <u>cold</u> enough (critical tone)?
	C:	(Shakes head)
1-DEM	T:	Lay your head on the desk.

1-ACW	T:	That's beautiful, K. Nice job. Sure did write it well.
	C:	(Not K) I did. I wrote it real well.
1-NEG	T:	Well, I haven't seen yours (tone communicates that "It's not for you to say.").
1-JME		I might think something different from you.

1-BRI	T:	OK, we're going to do two more things quickly, and then it's time for our story.
1-DIR		Are we ready to do two more things quickly?
	C:	No.
1-NEG	T:	Yes, we are.

1-OFFERING

Gives unasked-for help in a "take-over" way; action has a "butinski" quality. In contrast to a suggestion, this behavior has no tentative quality to it. Offers verbal or physical assistance to a child on one's own whim.

1-IQ	T:	Is your name in your book, C?
1-OFF		Let me put your name on it. (Writes on book).

	C:	(Playing with small toy).
2-CHOW	T:	C, you want me to keep that for you, or can you put it in your pocket so we will be looking only at our work today?
1-OFF		Want me to keep it?

1-PHYSICALLY RESTRAINING OR DIRECTING

Uses physical contact with a child to get child's attention or to give emphasis to a directive or a demand. Includes physical guidance such as turning a child in the direction teacher wants child to look, walk, etc.; gently taking child by hand and leading child in a particular direction.

	C:	(Attempting to count, gets wrong answer).
2-AWA	T:	Did you get 2?
1-DIR		Let's put 2 on one hand.
1-DEM		Let me see 2 on your hand.
1-DEM		And, let's see, this number on the other hand.
1-TQ		How many is that?
	C:	(Holds up two fingers and starts to count).
1-TQ	T:	How many is this?
1-DEM		Wait.
1-PR		(Taps shoulder).
1-DEM		Look.

1-GRE	T:	Hello, Miss C, how are you?
1-DIR		Come let me see your little mini-skirt here.
1-PR		(Takes child's hand and pulls her around desk).

	C:	(Stands up and looks at a neighbor's paper during a test).
1-PR	T:	(Puts a piece of paper over child's eyes so child cannot see other child's paper).
1-DEM		L, you can look on your own paper.

Note: When physical contact is impulsive, or when child is treated as an object, code 0-PG.

1-USING POLITE CONVENTIONS

Uses conventional expression of politeness in perfunctory way, without genuine feeling.

1-POL T: (Bumps child) I'm sorry. (Does not look at child, continues giving out papers)

1-DIR T: OK, look at the picture.
1-TQ All of these,
1-POL (coughs) excuse me,
all of these objects are in the same class.
Everybody, what class are these objects in?

C: (Comes up to teacher's desk).
You stepped on my finger.
1-ACK T: I did? (Kisses child's hand briefly).
1-POL I'm sorry (unconcerned tone).

T: (Makes misstatement while leading drill).
1-POL Uhm, I'm sorry.
1-INS (States correctly).

Note: When teacher makes a sincere apology, code 2-APOL. In distinguishing between 1-POL and 2-APOL, affect is crucial. There must be evidence of genuine concern and contrition to code 2-APOL; otherwise, 1-POL is the conservative code.

Note: When speaker sanctions the Other's use of conventional politeness, code 1-MAN.

1-MAN T: What are you going to say? Say, "Excuse me."

Note: Use of "please" is not automatically coded 1-POL. If it is embedded in 1-DEM, 1-DIR, 1-QRQ, 1-TQ, or other codes, do not code it separately.

1-DEM T: L, please sit down right now (exasperated tone).

1-QRQ T: B, could you fix the books for me, please?

1-PUNISHING WITH ARBITRARY CONSEQUENCES

Administers punishment that has arbitrary relation to misdeed (that is, no natural or logical relation).

1-DEM 1-CRI 1-PUN	T:	Would you move like she asked you to, since that's not where you're supposed to be? Matter of fact, put a card by your name. (The system is that after a certain number of cards, the child is spanked.)

1-DEM	T:	V, throw your gum out. V, throw it out.
	C:	He has it behind his tooth.
1-PUN	T:	Looks like we don't have you in our reading group today. You don't have reading with us.

1-PUN 1-CRI	T:	I see them, J, but I can't call you because I said I'd call people who were sitting quietly and when I got to your name, you weren't sitting quietly.

1-IQ 1-CRI	T:	What is that on the floor? Is that your homework, D?
	C:	(Nods).
1-PUN 1-CRI	T:	Throw it out. That's not where it should be.

Note: When speaker invokes an aversive event, behavior, or consequence which is the logical or natural result of the child's behavior, code 2-ILC.

1-REQUESTING IN QUESTION FORM

Makes request in question form that is a polite directive. Often takes the form "Could you. . . ?" or "Would you. . . ?"

1-QRQ T: Can you take that to your place and do it, please, and bring it to me when you're done?

1-QRQ T: B, could you fix the books for me, please?

1-QRQ T: K, will you put that in your box and then put your shoes on?

Note: When question request involves coordination with other or other's wishes, code 2-DIR.

2-DIR T: Could you help him (pick up spilled crayons)?

Note: Do not double code 1-QRQ and 1-POL if speaker uses "please" within a 1-QRQ.

1-RECOGNIZING APPROVED BEHAVIOR

Recognizes or draws attention to specific behavior which the teacher wants to reinforce in the child or others. There is an implied ulterior motive in this code. The teacher's intention is to shape behavior, either of the target child or of onlookers, by drawing attention to the desired behavior.

1-RAB T: I like the way J is sitting.

1-RAB T: Look at C, sitting quietly with his hands folded.
I like the way C is sitting.

1-RAB T: I see Y's hand raise .

C: (Participating in a morning ritual).
1-DEM T: Hold the flag up high. Hold it high.
1-RAB Good.

Note: Code 2-GAI when speaker is drawing attention to an individual's behavior or accomplishment with the purpose of sharing in the individual's experience.

1-IQ T: (Observing a child's work) Did you make all this?
1-ACW That's good writing.
2-GAI (To other children) Look what E has done.

Note: If teacher's comments refer to child's behavior on academic work, code 1-ACW.

1-ACW T: Your handwriting was perfect.

1-LEADING RECITATION

Leads children in recitation, done at teacher's insistence. There is an element of coercion implied, in that the children do not have a choice about participating. The activity is not one which the children necessarily enjoy.

1-DIR T: Eyes on our map.
1-DIR Let's see if we can say our rule about the map.
1-TQ North, get ready.
1-REC T&C: North is on the top. South is on the bottom. East is on this side (points). West is on this side (points).

1-REC T&C: I pledge allegiance to the flag...

Note: If activity is non-coercive, involves coordination with others, and reflects positive affect, code 2-RIT.

2-RIT T: (Fingerplay song) Open, shut them. Open, shut them. Give a little clap. . . .

1-REWARDING

Rewards a child with an object, privilege, or favor considered desirable by the child for academic performance or other behavior considered desirable by the teacher. The relation between the behavior and the reward is arbitrary.

1-BRI T: Who gets to play Papa Bear? Someone who did not interrupt me at all.
1-REW J, would you like to be Papa Bear?

1-REW T: I'm going to start by giving the boys their papers
1-INS since they won the Quiet Game.

Note: If reward follows a bribe, code 1-REW each time a child receives the reward.

1-BRI T: Quiet people will get to choose their places first.
1-REW Y, (child's name).
1-REW E, (child's name).

1-REFERRING TO RULE

Reminds child of an established classroom rule; appeals to rule as final authority.

1-RUL	T:	(Child is interrupting) L, what's our rule about when someone is talking? What do we do?
	C:	Be quiet.
	C:	(interrupts other child) Ms. T!
1-RUL	T:	It's N's turn to talk.
1-RUL	T:	The rule is no books
1-CRI		and you know it.

Note: Code 2-RUL when explanation of rule is given.

2-RUL	T:	This (playdoh) is to stay at the playdoh table, because otherwise it will get all over the carpet.

1-BEING SARCASTIC

Says the opposite of what is meant, to "put down" the child. Comments to or about child in an ironic or sarcastic manner. The meaning of the statement is not what is implied by its form. Tone of voice is important when determining sarcasm and irony.

1-SAR T: You and D. made the same mistake. You sit beside each other. (The tone used suggests that the teacher suspects cheating occured).

C: (The teacher is talking in class about a dinosaur and one of the children is making noise.)

1-SAR T: C, are you that excited about this dinosaur?

C: (Sounding out words; one child not paying attention).

1-SAR T: T, are you in this group?

1-REC T&C: I pledge allegiance to the flag...

1-SAR T: (To child who is not participating). Did you lose your voice today, G?

1-SAR T: 'scuse me? (To hint that restless child should be still).

1-THREATENING WITH ARBITRARY CONSEQUENCES

Tells or implies an undesirable, arbitrary consequence that will result if the child fails to comply with the teacher's implicit or explicit demand. Focus is on changing child's behavior, not attitudes. Mannerisms and tone of voice are considered when determining whether or not this category is appropriate. An unspecified consequence is also coded here.

1-DEM T: V, open your mouth. Let me see. If it (gum) is in
1-THR your mouth, you're in trouble.

1-THR T: Okay, I'm going to stop, and we're all collecting our books and putting them away because there are some people who aren't ready.

1-THR T: N, this is your last chance to stay with us. I'm not going to ask you again. I've asked you in a nice way.

1-THR T: (In a threatening tone). S, did you want to stay in this class?

C: (Having a disagreement).
1-DEM T: Would you two change places, please?
C: I ain't even touching her.
1-THR T: V, I'm watching both of you.

1-THR T: If you don't listen in a nice way, then I won't use a happy voice any more.
1-RUL If you want to stay, then you need to listen. That's the rule.

1-THR T: B, this is your last warning to stay with us and get snack.

1-THR T: Any airplanes or anyone who's acting silly, their paper goes to me and it goes in the trash.

1-IQ T: Do the boys look like they're quiet in line?
1-THR Let's keep watching.
1-THR Okay, V, I'll just put a zero in the grade book.
1-RAB Boys still look like they're quiet.
1-CRI And a girl's talking when she should not be talking.

1-THR T: (As children leave for P.E.) I don't want anybody to come back and tell me somebody's been hitting them 'cause you're out here to learn.

Note: Code 2-WLN when the consequence is related logically or naturally to the child's action.

1-ASKING AN ACADEMIC OR TEST QUESTION

Asks child academic question to see if child knows the answer.

1-TQ T: What do we call it when we put two sets together?

1-TQ T: Four plus zero equals?

C: Dropped.
1-TQ T: That means someone is going to drop, someone will drop, someone is dropping it now, or they already dropped it? What does it mean, J?

1-TQ T: This word is?

C: (Children are doing a numbered dot-to-dot worksheet in which numbers go higher than in previous work)
T: (Stands by desk of child who does not know what
1-DIR comes after 29) Twenty-nine. Listen. Twenty-
1-INS five, 26, 27, 28, 29 . . .
1-TQ (pauses and slaps table)--
C: Thirty.

1-DIR T: Raise your hand quietly
1-TQ if you know what this next animal is.

Note: When test question is directed at individual, code 1-TQ. When individual has raised hand requesting permission to answer, code 1-GP as well.

1-TQ T: What is 2 + 3? Can anyone tell me?
(Children raise hands)
1-GP T: V?

However, when teacher calls on a child who has not raised his/her hand to answer, code the first child called on as part of the original 1-TQ. Subsequent calls on children to answer are coded 1-TQ for each call.

1-TQ T: Who can tell me the answer to this problem on the board without using their fingers? S?
C: 15?
1-CIA T: No, it's not 15.
1-TQ L?
C: 14?
1-CIA T: No.
C: I know, I know!
1-GP T: Okay, C?

Note: When question is open-ended (could be answered in more than one way) or teacher invites children to come up with multiple ideas, code 2-EGI.

2-EGI T: What animals do you think might be at the zoo?

Note: Code 1-GP when teacher recognizes child who has raised hand requesting permission to speak.

2-ASKING CHILD'S ADVICE

Consults child for an opinion or for advice on how to do something.

2-ADV	T:	R's friends are here! Should we ask what their names are?

2-ASSERTING OWN FEELINGS

Expresses a personal feeling as an appeal to children to empathize and act out of consideration for teacher or to understand her point of view.

2-AOF 2-DIR 2-SHO	T:	This bothers me how these (books) are on the floor. Let's pick them up so they don't get ruined.
2-FP 2-AOF	T:	Let's have a real happy time at rest time, Okay? You've been having a good day so far, and that makes me happy.
	C:	(Unintelligible).
2-AOF	T:	I can't understand you when you talk to me like that.
	C:	(Screaming)
2-AOF	T:	B, that hurts my ears when you do it, and I don't like it.

2-APOLOGIZING

Apologizes to child in sincere way (rather than the automatic politeness of social convention). Must be evidence of genuine contrition; otherwise, code 1-POL.

	T:	(Inadvertently bumps into child).
2-APOL		Oh, M, I'm sorry, I didn't see you.

1-DEM	T:	D, put it on the shelf.
	C:	I did.
2-APOL	T:	Oh, I'm sorry, D. I didn't see that.

Note: Code 1-POL when teacher apologizes for error in directions or academic content, or for event which the teacher does not offer to ameliorate.

1-DEM	T:	I would like the white group to stand up with a
1-POL		pencil in their hands, please. Face the east wall.
1-ASS		I'm sorry, the west wall. My mistake.

2-OFFERING A CHOICE

Offers a choice to a child. The choice is limited and one of the options must be taken.

2-CHO T: So today you can choose to make something in art with these, or you could do what E says and you can write people's names down. Or the other thing that you could do today is that I have play-doh out and I thought it would be fun to sit at this table here, to do some little animals out of this.

2-CHO T: You can get a book or you can just sit with your friends and talk (after finishing activity).

2-CHO T: The room looks different today, so we have to find new places. Where do you want to rest? Find a place to rest, OK?

2-CHO T: If you want The Gingerbread Boy then you'll stand over here. If you want The Three Bears you'll stand over here.

C: (Has brought packages of chips and cookies for group snack)

2-SHO T: Both of these are really nice, but they are both junk food, so it wouldn't be okay for us to eat both of them.

2-CHO So A needs to decide which one he wants us to save and which one he wants us to eat.

2-CHO T: Okay, let's do our song about--I had a song in mind, but maybe there's one you'd like to sing better.

Note: When choices are between options that are available to child but not required, code 2-SUG.

2-SUG T: If you finish early, and you don't want to rest when you finish, you can take out your take-home and do it now and give it to me and not have to do it tonight.

2-CHECKING OUT WITH THE OTHER

Asks a child before acting, giving the child a chance to object or offer suggestions before the teacher proceeds. Teacher checks to make sure what she is doing is agreeable to child. Inquires of child whether she is able to do something proposed by the teacher. Form is often a statement followed by "OK?" or "Right?" This form does not automatically mean it should be coded 2-CHOW, however. In 2-CHOW, the teacher seeks affirmation or non-affirmation from child. Teacher is open to non-affirmative response.

2-DIR T: Look at the page number, E, and read the page
2-CHOW number to her. You know where it is?

1-QRQ T: Miss G. would you come over here, please?
2-CHOW You know where Miss S.'s room is?
1-QRQ Would you take these to her, please?

C: (Practicing counting).
2-CC T: These are real hard, N.
2-CHOW Do you want to do the hard ones, or do you want to find some that are easier for you back here?

1-QRQ T: Will you unlock it for me, E?
C: I need the key.
1-ACK T: All right.
1-INS Here it is.
2-CHOW Do you know which one it is?

2-DIR T: J, we need to go check on Y.
2-CHOW Are you ready to go check on Y?

C: (Making Christmas presents for their parents).
2-CHOW T: K, are you ready for me to wrap this?

T: (Enters area in which children have been cleaning).
1-AFF Well, it looks mighty clean in here to me.
(To the children who have been cleaning)
2-CHOW Does it suit both of you?

2-DIR T: Look at the page number, E, and read the page number to her.
2-CHOW You know where it is?

C: (Upset about not having a place).
2-SUG T: We're going to put you by...C.
2-CHOW Okay? You want to go sit by C?

(Note: At times "OK" is used as a form of verbal punctuation and does not serve the purpose of inquiring into another's point of view).

2-RUL T: I need you to clean up this game over here because this is where you were playing, OK?

2-COMPROMISING

Intervenes in a conflict situation between two children and provides or suggests a compromise. Tries to get children to adjust their positions to accommodate Other's point of view.

C: (Two children want to paint at the same time).
2-CPM T: (To one child). That's all right, why don't you paint? (To the other child). S, I think M was on her way to paint first. Would you be after M, S?

C: Ms. T, V has all the playdoh.
2-CPM T: Can you share the playdoh, V?

(Teacher is preparing to play a game with two children. There is some problem as to who goes first).
2-CPM T: Well, how about if we do eenie, meenie to see who goes first?

C: (Complains that another child is not sharing playdoh).
3-SPV T: Who has the most?
C: C is the one that has the most.
3-FAIR T: Is that fair, C, to have more? Think they like that when you have more?
Other C: No.
3-SPV T: They say no, C. Doesn't seem fair for you to have more.
C: (Unintelligible).
2-CPM T: Well, maybe they'd like to help you.
C: J always messes up.
2-CPM T: Well, maybe you could tell her how you'd like her to do it.

C: (A child has a barrette that another child says belongs to her).
3-SPV T: L says it belongs to her.
C: It don't.
T: She says...look it matches what she's wearing.
Another C: I went to her house and she had that kind of barrette.
2-CPM T: We could call her house and see if she had one like this.

2-DIRECTING IN COORDINATION WITH OTHER

Tells child to do something in coordination with speaker or other child. Directives are about activities being executed at the moment. Sometimes the directive takes the same form as a demand, but is benign rather than negative or harsh in tone. Sometimes the form is "We" or "Let's." Sometimes the form resembles a suggestion, but the directive is not really negotiable.

2-DIR T: See if it's boy, girl, boy, girl (order of turns suggested by child). You look and then you can tell us, Okay?

2-DIR T: Why don't you sit in a circle and we'll just pass them around and let everybody feel them.

2-DIR T: Let's try and really use our inside voices because
2-SHO if it's so loud, then the microphone won't be able to hear.

2-DIR T: D, could you help him (pick up spilled crayons)?
2-SUG I'll help, too.

2-DIR T: Look at the page number, E, and read the page
2-CHOW number to her. You know where it is?

2-AOF T: This bothers me how these (books) are on the floor.
2-DIR Let's pick them up
2-SHO so they don't get ruined.
2-DIR Let's keep them on the shelf
2-SHO and then people can find theirs.
C: I can't find mine.
2-DIR T: Okay, K, help me pick them up and then we'll read the names.

Note: Code 2-SUG when the action is clearly negotiable.

2-ENCOURAGING GENERATION OF IDEAS

Encourages children to think about problems of an academic, physical, or practical nature. Excludes interpersonal problems which are coded 3-ESI. Can take the form of open-ended questions, questions with multiple right answers, or invitations to come up with ideas.

2-EGI T: Is it easier to have a picnic when it's raining or is it easier to go to the zoo when it's raining?

2-EGI T: Yesterday, lots of games got mixed up. What would be a good way to keep them not mixed up?

2-EGI T: What animal do you think might be at the zoo?
C: Monkey
1-AFF T: There might be monkeys at the zoo.
2-EGI What else?
C: Zebras
1-AFF T: There might be zebras at the zoo. There sure
2-EGI might. E, what do you think might be at the zoo?

1-INS T: You'll not be in kindergarten any more in 21 days. Ms. T will probably be your teacher. So it might be a good idea to do something with these cards (cards with children's pictures and phone
2-EGI numbers). What could you do with these cards?
C: You could throw them away.
1-AFF T: You could throw them away. That's one thing.
C: No, not with the pictures on them.
1-AFF T: No, we wouldn't want to throw our pictures away.
2-EGI What could you do today with these?
C: Write the numbers and call your friends.
1-AFF T: You could go to writing and you could write your friends' numbers down so you can call them.

C: (Cannot find her crayon box)
2-SHO T: I don't know where they are now. They're not here. This says "J," and "D," and "K," and it doesn't say yours. So, rather than wasting time,
2-EGI why don't you think of something else you could do?

C: (Writes telephone numbers of a class member, but is not writing the name)
2-EGI T: How are you going to remember it's hers?
C: I'm gonna' take it home.
T: How will you know that that's her number?

1-TQ T: A table is to a table cloth as a bed is to a?
1-GP (Points to child with hand raised)
C: Sheet
1-ACW T: A sheet. Very good.
2-EGI What's another one?

2-EGI	T:	(Shows strips of black paper) What else could you do about zoo animals with these strips?
	C:	You could make whiskers for the lion (laughs).
SL	T:	(Laughs)
1-AFF		You could make whiskers for the lion.
2-EGI		What else could you do?
	C:	You could make a moustache.
1-AFF	T:	You could make a moustache for yourself.
2-ELA		I don't know how you would get it to stay on.
2-EGI		How would you get it to stay on?
	C:	(Doing workbook). Look, I'm punching out these little frogs.
2-EGI	T:	I wonder how many there are?

(In this situation, children are choosing any workbook they wish, and the teacher conversationally suggests the idea of figuring out how many punch outs there are. For these six-year-olds, the comment is not intended didactically. The teacher hopes to stimulate the child to reason about number).

2-EGI	T:	What do you think will happen (to child's boat) if we put these people on it?
	C:	It'll go down.
	C:	(Making tower, goes to teacher)
1-IQ	T:	Did it fall?
	C:	No (something unintelligible about being hurt when blocks fall on head)
2-EGI	T:	How come this one isn't falling?
	C:	Cause we did it very still--because I made it straight. Like that (makes it fall).
2-EGI	T:	Why'd it fall that time?
	C:	It fell, cause if you go like that.
	C:	(Making play boats). Do you like it? (To teacher).
1-AFF	T:	I sure do.
2-FEE		What part do you like the best that you did?
	C:	(Unintelligible).
1-AFF	T:	The ship part.
2-EGI		I wonder if these boats will float.
	T:	(Observing marble dropping through apparatus)
	C:	You see me?
1-ASS	T:	I didn't see it come through here. I saw it drop
2-EGI		in here and go around and then go through here. You watch. I'll drop it and you watch, okay? (Drops marble) Do you see it come through here? Watch when A does it.

2-ENCOURAGING SELF-REGULATION

Appeals to child to control behavior in a self-conscious way so as to respect the rights of others or achieve coordination with others; teacher indicates that responsibility belongs to the child and implies that child is capable of control.

	C:	(Talking and bothering others at naptime)
2-ESR	T:	I'm not going to have you rest in here if it's too hard for you to control yourself when you're here. Do you think you can control yourself without playing with the toys? If you can't, then we better find another space. Can you control yourself when there's this many toys around? If you can, then stay here, but otherwise, it would be a better choice to find another place. L, can you control yourself while all these toys are here? Okay. If you can't, then you should find another space.

2-RAISING ISSUE OF FAIRNESS

Calls attention to issues of fairness and equality in the interactions of two or more children or in an interaction between the teacher and a child.

C: (Crayons have been inequitably distributed among the children).
2-FAIR T: It doesn't really matter who did it (separated the crayons). The thing is, this is not fair.

T: (Talking with one child when another interrupts to ask a question).
1-ACK OK, N,
1-DEM wait just a minute.
2-FAIR J asked me first.

T: (Teacher is speaking and a child interrupts her).
2-FAIR And then...E, could you wait until I'm finished talking for my turn?

C: (Discussing who gets some toys) Give them to E.
2-FAIR T: Well, that doesn't seem fair.
3-SPV Y wants them too.

2-FRIENDLY PERSUADING

Tries to change Other's feelings or behavior by manipulation, flattery, or appealing to the Other's better nature.

2-FP T: J, you know, if you're here, they (camera) won't be able to see your face very well 'cause I'll be blocking you. Why don't you go over there and then I'll bet R will let us see these pictures when they're all done. Wouldn't that be nice?

2-AOF T: I'm hungry, and I'd sure like to eat.
C: I am, too!
1-RUL T: But our rule is that we're sitting quietly before we start.
(More conversation)
2-AOF T: I'm getting really hungry.
2-FP Are you getting hungry, too?

1-CRI T: C, I see you acting in ways you don't usually act.
2-FEE Why are you doing that?
2-FP Please don't act that way, OK? You're such a good direction-follower and good friend to the children.

2-FP T: Let's have a real happy time at rest time, OK? You've been having a good day so far,
2-AOF and that makes me happy.

Note: Code 1-BRI when appeal includes offer of a reward for compliance.

2-GUILT TRIPPING

Deliberately invokes a feeling of guilt in a child in order to coerce the child into doing what the teacher wants or accepting the teacher's point of view. Refers to one's past actions and good intentions towards other and calls for reciprocation.

	T:	(To child returning from punishment trip to
1-MAN		counselor). What do you have to say now, honey?
	C:	(Sheepishly comes to teacher and hugs her).
2-NVA	T:	(Returns hug).
2-GT		OK. I don't like sending you out of here, do I?
2-JME		I want you behaving tomorrow for me, OK?

1-DEM	T:	V. come here, I want to talk to you.
0-PG		(Grabs child's shoulders and pulls him towards
1-CRI		her). V. I want you to stop acting silly, O.K.?
2-GT		No, you promised me today. You came in and promised me you wouldn't act like you did yesterday (recriminating tone of voice).

2-INVOKING LOGICAL CONSEQUENCES

Administers punishment that has logical relation to misdeed, or refers to natural consequences of a misdeed. Tone of voice is matter-of-fact, neither punitive nor recriminating.

2-ILC T: Since you were talking to your neighbor, you'll have to change seats.

C: (Unruly during teacher's absence from room).
2-SHO T: You had 10 minutes to finish these problems.
2-ILC Now I'll know who was playing.

1-DEM T: Get your library book out now.
C: I ain't got one.
1-CIA T: You don't have one.
1-CRI You don't have one because you were fighting in the library, weren't you?
2-ILC I guess you'll either have to put your head down or get a library book from the back of the room.

1-DEM T: Stand up please.
1-CRI You are bothering the children,
2-ILC and you may not stay with us.

2-ASKING AN INFORMATION QUESTION

Asks for information about activity in which teacher and child are engaged or in which two children are engaged, in order to facilitate the activity. The teacher or child needs the information in order to do what she needs or wants to do. The question frequently is an open-ended one.

1-IQ T: Are you finished (making a picture) C?
1-AFF Oh, isn't that cute!
2-IQ Yours stands like this? (Asking child if picture hangs vertically or horizontally).

C: (To another child who is having difficulty with a toy). Let me see it.
2-IQ T: Can you fix it?

2-IQ T: Do you need a yellow (crayon)?
C: (Nods).

Note: Code 1-IQ if question involves activity directed by the teacher.

C: (Doesn't know where he should be on a worksheet).
1-IQ T: What's the matter, babe?

2-JUSTIFYING IN "WE" TERMS

Justifies action or opinion in terms of point of view of group in which teacher includes herself as one member.

	C:	(Wants to read Gingerbread Man instead of Three Bears that group has voted to read)
2-JWE	T:	Well, we already voted, so we're going to do this story.
1-DEM	T:	C. don't sit on the table. OK?
2-JWE		We just sit in chairs.
1-RAB	T:	I see N's hand raised.
1-RUL		L, what's our rule about when someone's talking? What do we do?
	C:	Be quiet.
2-TUR	T:	And right now it's N's turn to talk,
2-JWE		so we need to be looking at N so we can hear his words.
	C:	Ms. T, can five people be in here (pretend center)?
1-ACK	T:	Five, uh huh, five in house.
	C:	You said four.
2-JWE	T:	We did say four, but then kids asked me if we could have five and I said, "Let's try it," and it worked (meaning all five had played well together so the number did not have to be four).
1-DIR	T:	M, please fold your blanket and put it away.
1-DIR		J, put things away.
1-DEM		B, sit up, please.
2-JWE		We're all waiting to eat.
2-AOF		I'm hungry, and I'd sure like to eat.
	C:	I am, too!
1-RUL	T:	But our rule is that we're sitting quietly before we start.
		(More conversation)
2-AOF	T:	I'm getting really hungry.
2-FP		Are you getting hungry, too?
	C:	Look, Ms. T.
1-ACW	T:	I see the numbers you cut out, and you did a lot of work. But right now, B, you know what? We'd
2-JWE		like to eat, and while you're doing all those other things, we won't be able to.

2-PROMISING

Makes a promise that is a contract. Assures child that teacher will do something that child wants.

	C:	Ms. T.
2-PRM	T:	He asked me first and I told him to come over here and then I'll tell you.

	C:	(Asks teacher if they can sing a song).
2-PRM	T:	We're going to sing it in just a little bit with these, but not yet.

	C:	(Asks if he can look for a game).
1-DP		I don't think we're going to look right now, N,
1-APP		but thank you anyway.
2-PRM		We'll look later.

1-NEG	T:	We're not talking about that right now.
2-PRM		We'll talk about it later.

2-SHO	T:	E, I don't have time to talk right now, sweetheart, 'cause we're trying to rush and get finished (wrapping Mother's Day presents).
2-PRM		I'll talk with you when we're all done with this.

Note: Do not code a brush-off remark 2-PRM.

2-GIVING REASON FOR RULE

States or refers to a classroom rule, or reminds child of the rule, including the rationale behind the rule. This is actually a special case of 2-SHO, where the explanation is of an existing class rule. Where there is any doubt whether statement is in reference to a rule, code 2-SHO.

	C:	(Pretends that object is gun).
2-RUL	T:	You know there's a rule about guns, you know that?
	C:	Oh.
	T:	This is to be used for doctor's things. That's to use for doctor's things. Guns hurt people so we don't use them.

2-RUL	T:	I need you to clean up this game over here because this is where you were playing, OK?

2-RUL	T:	This is to stay at the play-doh table (a class rule) because otherwise it will get all over the carpet.

2-SHOWING AND EXPLAINING

Clarifies through verbal and nonverbal elaboration. Includes reasons for demands and directives, etc. Explains in terms of coordination or conditions necessary for shared experience. The focus is on changing the Other's understanding, not just the Other's behavior.

1-DIR 2-DIR 2-SHO	T:	Okay, when I call your area, you may go quietly. Let's try and really use our inside voices because if it's so loud, they (researchers using camera) won't be able to hear with the camera and the microphone.

	C:	(Writing telephone numbers of classmates)
1-ACW	T:	S, look at all the numbers. Do you know whose that is?
	C:	J's
1-CIA 2-SHO	T:	I don't think that's J's. Do you know how I know? That's my number!

1-DEM 2-SHO	T:	Let's get quiet so we can hear our story.

1-DIR 2-SHO	T:	Don't put it in my face, please 'cause then I can't see the people.

	C:	N's playing with (unintelligible).
2-SHO	T:	N's making the choice not to have snack with us.

	C:	(Has brought packages of chips and cookies for group snack)
2-SHO	T:	Both of these are really nice, but they are both junk food, so it wouldn't be okay for us to eat both of them.
2-CHO		So A needs to decide which one he wants us to save and which one he wants us to eat.
2-SHO 1-DIR	T:	(Later in same situation when A is giving children too much of the snack) If you give them this much, there won't be enough for everyone. So let's put it back in and you just put your hand in one time, okay?

	C:	(A child has a barrette that another child says belongs to her).
3-SPV	T:	L says it belongs to her.
	C:	It don't.
2-SHO	T:	You know what, M? I've never heard L lie.

Note: When explanation is of rationale for a rule, code 2-RUL.

2-SUGGESTING

Proposes activity or assistance to a child that will, if accepted, take place later. The suggestion is not a demand or a directive but is clearly negotiable. The child has the option not to follow the suggestion or accept the help.

C: I found some (pictures of) money (in workbook)!
1-FT T: How many do you have?
C: Uh, about a hundred.
2-AWA T: Wow!
Do you want to count them on this? Do you
2-SUG want a counter and see how many you have?

C: (Doing assignments).
2-SUG T: If you finish early, and you don't want to rest when you finish, you can take out your take home and you do it now and give it to me and not have to do it tonight.

2-INV T: Will you come to writing with me? Maybe I could
2-SUG write your words to the card you made.

C: They won't give me another piece of play-doh.
3-ESI T: What could you say to them?
C: (Walks to play-doh table)
2-SUG T: Do you want me to help you?

2-SUG T: You want me to make more (draw objects)? Or you can draw your own.

2-SUG T: Okay, if you need some help, let me know--if you don't understand what to do on it.

C: (Putting cardboard dinosaur bones together).
T: (Puts up the dinosaur she has done).
2-SUG OK, I'll put this up and you can look at the one I did in case you want to get some ideas about where the legs go.

2-TAKING TURNS

Sets up turn-taking sequence or refers to one already in effect so that child will know and abide by it. Primary purpose is to coordinate efficiently an endeavor.

2-TUR T: And tomorrow it's Y's turn.
C: Oh, I thought it was my turn after A.
2-TUR T: Your turn is on Monday.

(Child attempts to go for drink of water when it is another child's turn).
1-DEM T: Sit down
2-TUR to wait for your turn.

2-TUR T: Okay, E is next.
2-SHO He's been waiting a long time
2-TUR and then L and then you.

Note: When teacher says "My turn" during instruction, meaning that children should listen, code 1-DEM.

Note: In a group game, when teacher says "My turn" and does not refer to established turntaking sequence, code 1-CLA.

2-WARNING ABOUT LOGICAL AND NATURAL CONSEQUENCES

Warns that undesirable natural or logical consequence will result from child's action.

2-WLN	T:	N. this is your last chance to stay with us. I'm not going to ask you again, I've asked you in a nice way. If you make lots of noise this makes me think that you're tired and maybe you should rest first.
	C:	(During clean-up time) We (unintelligible) playdough on the floor.
2-WLN	T:	Well, that's okay as long as you clean it up from the floor. If she puts it on the floor, then she needs to clean it up. It seems like it's more work to do it that way, but if that's what she wants to do.
	C:	(Unintelligible)
1-IQ	T:	Is the area clean?
	C:	No.
	C:	Not yet.
	C:	Y was in there, too.
	C:	Sure was.
1-DIR	T:	Y, go over and help, please.
2-ILC		Well, it's still not clean, so you need to stay until the area is clean.
2-WLN		Better hurry so you won't miss snack.
	C:	(Reaches with one hand to take napkin with chips on it for snack)
2-WLN	T:	Both hands, hon, so they don't spill.
1-DEM	T:	E, don't put that in your mouth.
2-WLN		That's dangerous.
3-ESI	T:	What's the problem?
	C:	(Children are arguing over a toy giraffe). I had it first!
2-WLN	T:	How about if I hold it for a minute. It looks like it might break.
	C:	I had it first!
(part of preceding code)	T:	There's a part here that if you pull on it, that will come off and then the head will be broken.
1-DEM	T:	The dominoes need to stay on the table,
2-WLN		because they can get so loud we'll have to put them up.

3-APPEALING TO CONSIDER OTHER'S COMFORT

Appeals to child to consider comfort of Other(s).

1-QRQ	T:	K, will you start waking some people up? Do it in a gentle way. He's very sleepy.
1-CRI 3-COC		K, I think you're not doing it in a very gentle way. Here, that's not gentle. Turn the person over. Take them by the shoulders, and just roll them over like this very gently, and tell them it's time to wake up.
1-DIR 3-COC	T:	Please don't do that, C. You know why? It makes lots of noise, and we don't want to wake up our friends.
3-COC	T:	Everyone sit on your bottoms, so the people behind you can see.
	C:	(Acting out a story. One child is representing a bed).
2-FT 3-COC	T:	So sit down on Papa Bear's bed. How could you do it so you wouldn't really hurt them?

3-Encouraging Solution to Interpersonal Problems

Encourages reflections on and proposals of solutions to interpersonal problems between two or more children.

C: (who wants to share marbles and drop them in structure) Man, he's selfish.

3-ESI T: Well, you need to tell him in words that you'd like a turn.

C: Ms T, he won't let me play.

3-ESI T: You need to talk to him about it, Okay? Go say "I want to play."

3-SPV T: L. is telling me your feet are still in his space.

3-ESI See how you could move so your feet aren't in his space.

2-CPM T: You could use some words to tell her about it, or you could find a new space. Think about what you

3-ESI would like to do.

C: (Child is complaining to teacher about actions of another child).

3-ESI T: You need to say it to her and tell her if you don't like it.

C: (Two children are working together on a project. One feels the other is not doing it right).

3-ESI T: Well, maybe you could tell her how you'd like her to do it.

Note: Code only once when a series of interactions is directed at encouraging solution to a single problem.

C: Will you please give me. I had it (giraffe) first.

3-ESI T: What's the problem?

C: I had it first.

2-WLN T: How about if I hold it for a minute. It looks like it might break.

C: I had it first.

(part of preceding code) T: There's a part here that if you pull on it, that will come off and then the head will be broken.

Both C: I had it first.

T: I didn't see who had it first. How could we work it out so you could both use it?

Third C: They could share it.

1-ACK T: They could share it.

3-ESI How could they share it?

C: I put it down (unintelligible).

C: You was already (unintelligible) going, and then she put her hands on it. Then I had it. I did.

3-SPV T: So it sounds like you both got there at the same time, that you both had your hands on it at the same time.
C: But she could get some and I'll have some.
T: Well, ask her if that's OK.
C: No, she's gonna' get the giraffe.
T: Well, how could we work it? You both want the giraffe. What could we do?
C: She could play with something else in here.
T: One person could play with something else in here. Does one of you want to play with a different animal?

(Unfortunately, other children distract the teacher from the dispute at this point.)

C1: Ms T, you know, I got it (barrette). I had it. It was in the doll. That was on.
1-AFF T: Someone had put it on the doll?
C1: It was not L's.
C2: Mine. I put it on that baby doll.
2-SHO T: You know what, M? When I bought the doll, this wasn't on the doll, so this must belong to a child in our room
3-SPV and L says it belongs to her.
C1: It don't.
C2: It do, though.
" T: She says--look, it matches what she's wearing.
C3: I even went to her house and she had that kind of barrette.
2-SHO T: You know what, M? I've never heard L lie.
C1: It is not L's.
3-ESI T: Well, L tells me that is it. What should we do? How will we know?
C3: I went to her house, and I found--
C1: No, you didn't go to her house.
C3: I did, too.
2-CPM T: We could call her mom and see if she had one like this.
2-SHO 'Cause, M, I can't let you take it if you didn't
3-ROP bring it from home. This belongs to someone in our room.

(Children have voted on what story to hear, but count and recount yield different numbers)
3-PROB T: Let's see if this makes any sense. M says she counted 15 people.
C: Nuh-uh.
1-IQ T: How many?
C: Fourteen.
3-ESI T: How many did you count, M?
C: There was two right there.
T: Okay, so there were two for the Gingerbread Boy. So which side do you think had more?
C: That--15.
T: Fifteen was more than. . .

C: Two.
T: Than 2. So which side won?
C: Fifteen!
T: The side with 15 won. So which story won?
C: The Three Bears.
T: The Three Bears story won. Okay, so we're going to do The Three Bears.
C: I want to do the Gingerbread Man.
3-FAIR T: B, which side won? When we vote, what happens?
C: I wanna'. . .
T: If it's unanimous, what does that mean?
C: All of the people.
T: Right, that all of the people vote the same way.
C: But 20. . .
T: Did all the people vote the same way?
C: No.
T: B, what did you vote for?
C: Gingerbread Man.
T: Uh huh. And so there was one, that was you, that voted for the Gingerbread book. But everyone else voted. . .
C: I wanna' vote again.
T: You know what, B?
2-FEE B, you want to vote again because you want to win this, but we already voted and just usually vote one time, and there's more for The Three Bears.
2-JWE We already voted, so we're going to do this story.

C: You know what she did? She started stepping on my paper.
3-ESI T: E, I think you need to go talk to her about it. I didn't do it to you.

3-REFERRING TO PROCESS

Encourages children to treat Others in a fair and equitable manner; suggests consideration of fairness to minority viewpoint or viewpoint being ignored; encourages children to take a level 2-FAIRNESS view; upholds mutual agreement made previously.

C: (Teacher and child are separating crayons according to whom they belong).

3-FAIR T: Okay, we don't want to take the ones that are yours, we just need to be fair to the other people.

3-FAIR T: Well, let's vote and see which one (story) we're going to do.

(Children have voted on what story to hear, but count and recount yield different numbers)

3-PROB T: Let's see if this makes any sense. M says she counted 15 people.

C: Nuh-uh.

1-IQ T: How many?

C: Fourteen.

3-ESI T: How many did you count, M?

C: There was two right there.

T: Okay, so there were two for the Gingerbread Boy. So which side do you think had more?

C: That--15.

T: Fifteen was more than. . .

C: Two.

T: Than 2. So which side won?

C: Fifteen!

T: The side with 15 won. So which story won?

C: The Three Bears.

T: The Three Bears story won. Okay, so we're going to do The Three Bears.

C: I want to do the Gingerbread Man.

3-FAIR T: B, which side won? When we vote, what happens?

C: I wanna'. . .

T: If it's unanimous, what does that mean?

C: All of the people.

T: Right, that all of the people vote the same way.

C: But 20. . .

T: Did all the people vote the same way?

C: No.

T: B, what did you vote for?

C: Gingerbread Man.

T: Uh huh. And so there was one, that was you, that voted for the Gingerbread book. But everyone else voted. . .

C: I wanna' vote again.

T: You know what, B?

2-FEE B, you want to vote again because you want to win

this, but we already voted and just usually vote one time, and there's more for The Three Bears.

2-JWE We already voted, so we're going to do this story.

3-PRESENTING PROBLEM TO GROUP FOR SOLUTION

Articulates a problem to the group in terms that children will understand.

	C:	(Spending long time in deciding how to distribute marbles)
3-PROB	T:	It's almost clean-up time, and if we don't hurry and find a way to do these, there won't be time to play.
3-SPV	T:	You want to be first, and J wants to be first, and A wants to be first, and I want to be first.
3-PROB		What can we do?
	C:	Who wants to pick up these?
	T:	(Notices Q-tips on the floor).
1-AFF		Oh, Q-tips.
3-PROB		(To children). We need someone to pick up Q-tips. (The teacher is offering the problem to the children for solution).
		(Children have voted on what story to hear, but count and recount yield different numbers).
3-PROB	T:	Let's see if any of this makes sense. M says she counted 15 people.
	C:	Nuh-uh.
1-IQ	T:	How many?
	C:	Fourteen.
3-ESI	T:	How many did you count, M? (Teacher and children continue to work through the problem).

3-REFERRING CHILD TO CHILD FOR ASSISTANCE

Directs a child to another child to get or give assistance or to initiate an activity.

C: I don't got no colors.
T: These are D's.
2-SHO
3-RCC
Ask D if you can use his.

C: (Can't find proper page in a book).
3-RCC T: (To another child). Can you find the page number for him?

C: (Trying to put on patrol belt) Is this right?
3-RCC T: I think so. I'm not sure. J knows. Why don't you ask J?

C: (With workbook) Can I do this one (a page in book)?
2-CHO T: It's up to you. You can do the one you want.
2-SUG If you need help, just ask me
3-RCC or a friend.

C: (Wants to wrap Mother's Day gift) Let me do it.
3-RCC T: Ask a friend to help you who's already done it.

3-RESPECTING PROPERTY OF OTHERS

Encourages respect for other's or communal property.

3-ROP T: When E was leaving yesterday, some of her candy bars were missing. Did anybody see what happened to them?

3-SPV T: J, did you hear L using his words? He was using his words. That's his space. And he's telling you in his words that's his space.

3-ROP

3-ROP T: B, look down on the floor so that you don't step on people's pictures.

3-ROP T: J, if you take that off then someone won't have theirs.

C: (One child has another child's barrette, says it is hers).

2-SHO T: M, I can't let you take it if you didn't bring it from home.

3-ROP This belongs to someone in our room.

Note: Do not code 3-ROP when teacher simply pronounces that something belongs to someone else.

Note: Do not code here simple direct or demand.

3-STATING POINTS OF VIEW

Draws attention to and/or articulates different points of view; helps children be conscious of different points of view. States positions of various parties in order to facilitate children's coordination of viewpoints.

C: (Complains about what other child did)
3-SPV T: Was it an accident or on purpose?
C: She went like that. She just stepped on it.
3-SPV T: Well, it looked to me like she was rushing over to tell K she could get up. And that she didn't see it, that's what I saw. I don't think she was trying to wreck your game, though.

C: (Children have voted on an issue).
I want to vote again.
2-IQ T: Does everybody else want to vote again?
3-SPV B says he wants to vote again.

C: (Discussing who gets some toys).
Give them to E.
2-FAIR T: Well, that doesn't seem fair.
3-SPV Y wants them too.

C: Ms T, we saw a gorilla when we went to the zoo.
C: Let's don't go look at the gorillas.
1-AID T: We'll think about it.
3-SPV Some of the kids might want to see the gorilla.

C: C not sharing all the playdough.
3-SPV T: Why does J think you're not sharing?
C: I was only sharing those playdoughs (unintelligible)
3-FAIR T: Who has the most?
C: She had the most. C is the one that has the most.
T: Is that fair, C, to have more?
Think they like that when you have more?
C: (C nods)
C: No.
T: They say no, C. Doesn't seem fair to me, C.

C: Will you please give me. I had it (giraffe) first.
3-ESI T: What's the problem?
C: I had it first.
2-WLN T: How about if I hold it for a minute. It looks like it might break.
C: I had it first.
(part of preceding code) T: There's a part here that if you pull on it, that will come off and then the head will be broken.
Both C: I had it first.
T: I didn't see who had it first. How could we work

it out so you could both use it?

Third C: They could share it.

1-AFF T: They could share it. How could they share it?

C: I put it down (unintelligible).

C: You was already (unintelligible) going, and then she put her hands on it. Then I had it. I did.

3-SPV T: So it sounds like you both got there at the same time, that you both had your hands on it at the same time.

C: But she could get some and I'll have some.

T: Well, ask her if that's OK.

C: No, she's gonna' get the giraffe.

T: Well, how could we work it. You both want the giraffe. What could we do?

C: She could play with something else in here.

T: One person could play with something else in here. Does one of you want to play with a different animal?

(Unfortunately, other children distract the teacher from the dispute at this point.)

UNLEVELED CATEGORY

The catagories in this section appear to have significance for the coding of interpersonal understanding but could not be defined at any given level.

ENGAGING IN SOLITARY ACTIVITY

Engages in solitary activity; is disengaged from children.

SOL T: (Goes to desk and marks papers while children work at tables)

Note: Do not code SOL if teacher is actively observing children's play or activities.

Note: Code only once if disengagement is interrupted briefly.

SHARING LAUGHTER

Teacher and child laugh together at the same incident. There must be evidence that some sort of connection was made (eye contact, comment such as "Did you see that?" "Wasn't that funny?" etc.).

SHARING A SMILE

Shares smile that communicates nonverbal positive feeling.

Note: Code only when mutual regard accompanies smile. Do not code here when both smile at same thing but do not look at one another.

READING A STORY

Reads a story to children.

STO T: (Reading from a book). "Tyrannasaurus caught them and clawed them with his sharp claws and ate them with his sharp teeth".

Note: Code only once for an entire story.

TALKING TO ADULT

Teacher engages in conversation with another adult in the room. While these comments could conceivably be coded for NS/SE and Level, they were not a part of our research interests, and so we chose not to code them beyond making a note of their occurence.

TALKING TO SELF

Teacher talks, mumbles, sings, hums, or otherwise vocalizes to herself. There is no intended message, and these utterances are not directed to anyone.